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ABSTRACT

Developed by classroom teachers during the development phase of Minnesota's Graduation Standards, this performance package is made up of locally designed assignments that, taken together, show whether a student has learned and can apply the knowledge and skills related to creating a "video portrait" (a 13- to 15-minute persuasive documentary video about a person, place, or thing). It begins with reference to the particular content standard addressed in the package, the educational level of the package (high school), and a summary statement of the content standard. It then describes the tasks associated with the student performances: (1) plan production of a video portrait; (2) shoot the video portrait and gather feedback; and (3) edit the video portrait and evaluate the final product. It then offers specific statements from the standard regarding what students should know and should do, the products, task description, special notes, and feedback checklists for each task enumerated in the package. (RS)

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ED 460 407

MINNESOTA DEPARTMENT OF CHILDREN, FAMILIES AND LEARNING
Performance Package
Minnesota Profile of Learning

Content Standard: Arts: Arts Creation & Performance **Level:** High School

Title of Package/Activity: Video Portrait

Summary Statement of Content Standard:

Create and/or perform original artistic presentations in dance, creative writing, music, theater, visual arts, literary arts or media arts.

Description of Student Performances:

Task 1: Plan preproduction of a video portrait.

Task 2: Shoot the video portrait and gather feedback.

Task 3: Edit the video portrait and evaluate the final product.

FINAL ACHIEVEMENT: Use the following scoring criteria when evaluating student performance.

Scoring Criteria
4 - Performance on this standard achieves and exceeds expectations of high standard work.
3- Performance on this standard meets the expectations of high standard work.
2 - Work on this standard has been completed, but all or part of the student's performance is below high standard level.
1 - Work on this standard has been completed, but performance is substantially below high standard level.
No package score is recorded until ALL parts of the package have been completed.

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PERFORMANCE PACKAGE TASK 1
Video Portrait

Content Standard: Arts: Arts Creation & Performance **Level:** High School

Specific Statement(s) from the Standard:

What students should know:

1. Understand the elements, techniques and processes of the art form
2. Understand how works of art are structured for a variety of functions

What students should do:

1. Create and/or perform advanced works in dance, literary arts, music, theater, visual arts, or media arts:
   a. demonstrate elements and skills of art form
   b. communicate intent
   f. demonstrate a consideration of audience

Product(s):

- Production Notebook: Preproduction planning
  Treatment
  Script
  Storyboard
  Preproduction details

Task Description:

Overview: The overall project involves planning, producing and evaluating a persuasive 13 to 15 minute documentary video about a community that you select. An effective video portrait strongly projects the maker's point of view. This is accomplished in the selection of content and manipulation of the formal elements of video. Interviewing community people is a critical ingredient of the project.

The project is divided into four phases: planning, shooting, editing, and formal evaluation of the work. Expect the phases to overlap. As you shoot the video you might adjust your plan. During the editing phase you might decide to re-shoot some footage.

In the first task you will set up your production notebook (a complete and detailed documentation of the production process) and do the planning steps for your video portrait. The directions for the pre-production phase are given below.

Task Description, continued

Organize all evidence of the following preproduction work in your Production Notebook and submit it for the teacher's approval and feedback:

Steps:

1. **Write a Treatment.** This is a brief description of your proposed video which provides the following information:

   - **Target audience** refers to the people for whom the video is intended. The video portrait should use language and imagery that the targeted audience can readily understand.

   - **Subject matter** refers to your video's topic. Usually your subject matter will be a specific person, place, or thing.

   - **Film style** refers to the way in which formal elements are used together to enhance the meaning or expressive elements of a work. Sometimes an artist will mirror the style of other artists to suggest a time period or specific emotional quality. As "readers" of media art works, we typically categorize photographs according to styles we are familiar with. Some commonly recognized styles or "genres" include documentary, narrative, and experimental.

   - **Artistic intent** refers to the values, knowledge, and opinions the video maker consciously brings to his or her work. The artistic intent heavily shapes the content and perspective of the video work.

2. **Write a Script** (See Example #1). This is a written detailed description of a video that describes both audio and image elements in the sequence they will occur. It is common to arrange the page in columns with all the information relevant to the pictures on the left hand side (camera directions, actions, stage directions). All information relevant to the sound is arranged on the right (dialogue, music cues, natural sounds). Document your research on your topic.

3. **Create a Storyboard** (See Example #2)**.** This is the collected series of single pictures, each of which represents a single frame of each shot within a video tape sequence. Emphasis is placed on visual composition, camera angle, camera location, and type of shot (ls, ms, ecu, cu). Other factors that need to be indicated are sound, shot length and types of movement within the frame. Audio and video should be chosen and ordered in such a way as to make a statement that others can understand. This in turn will determine how and what you want to shoot.

Task Description, continued

4. **Attend to (and document) Preproduction Details:**
   - establish a production schedule: indicate shooting dates and times, locations, shots to be taken, crew required, and props needed
   - request production crew assistance (See Example #3)
   - make arrangements with interviewees, talent
   - obtain signatures on release and copyright permission forms.

Note: The law governs many issues pertaining to professional video production and broadcast. Because the laws are complex and vary dramatically from one production to another, it is impossible for any one individual to fully understand broadcast and copyright laws to their full extent. There are, however, two primary legal rules that all professional video makers consider when producing work:

Release Forms are a necessary precaution for all broadcast video productions. Anyone appearing on camera (except when documenting a public event) should sign a release form which gives the video maker permission to use their picture, sound or likeness in the completed video. The release form ensures that the person being recorded is aware of the fact and is permitting the recorded footage to be shown publicly. The release form helps to protect the video maker against lawsuits related to invasion of privacy and misrepresentation.

Copyrights protect an artist's work from being reproduced without his or her legal permission. As a professional video maker you MUST obtain written consent to use any copyrighted materials, including: photographs, music, written works, film, and/or video. Copyright laws are extremely difficult to work around, and obtaining legal permission to use copyrighted materials can sometimes take months or entail an expensive fee. Students may not use any copyrighted materials within their video portrait unless legal written permission has been obtained. Documents must be turned in to teacher.

PERFORMANCE PACKAGE TASK 1
Video Portrait

Special Notes:

ABOUT THE PACKAGE

This performance package outlines three specific tasks that must be completed in order for students to meet standard requirements for the Arts Creation & Performance standard. **Task 1** demonstrates the necessary pre-production planning for this type of project. **Task 2** outlines the creative application of technical processes involved in shooting the video product. **Task 3** outlines the editing process and requires a self-evaluation.

Community in its simplistic terms means a grouping of like items. For the purpose of this package, "community" can be considered any person, place or thing that the video maker finds a bond or likeness with and which has tangible access in terms of producing the video portrait. The assignments require that students give information and express a point of view about some aspect of community that they identify. The students must have technical skill and creative decision-making experience.

RECOMMENDED TEACHING MATERIALS AND RESOURCES

Film Art: An Introduction/Second Edition by David Bordwell/Kristin Thompson. Alfred A. Knopf, Inc. ISBN #0-394-35237-8.

The Copyright Handbook: How to Protect and Use Written Works by attorney Stephen Fishman. NOLO Press, 1996. ISBN #: 0-87337-323-5 $24.95.

Camcorder Video: Shooting and Editing Techniques by Joan Merrill. P T R Prentice Hall Publishing, 1992. ISBN #: 0-13-11925-1 $28.30. This is an extraordinarily useful guide to basic technical video production. It is an excellent reference guide for students and educators that have limited experience in video production.

STUDENT PERFORMANCE TASK 1
Video Portrait

Example #1: Write A Script

Most professional videos allow for one video image and two tracks of sound. This may vary based on your access to video editing equipment. Make sure you review all the equipment you will be working with prior to writing your script. It will help you to understand what types of special effects you have access to and how many tracks of sound you can expect. Also, be sure to document your research on your topic.

SHOT # Identify each shot with a number that places it in the viewing sequence.	**VIDEO IMAGE** Describe in detail what the video camera will record in each shot. Make sure you include setting and subject matter as well as camera angles, movements and other aesthetic qualities important to the shot.	**AUDIO TRACK #1** List voice-over narration and/or dialogue that will be heard within each shot. If you are shooting interviews, list the questions that will be asked and/or expected answers/comments.	**AUDIO TRACK #2** List all sound effects, background music and other audio elements that will be heard within the shot.
Shot #1			

STUDENT PERFORMANCE TASK 1
Video Portrait

Example #2: Create A Storyboard

A storyboard is the collected series of single pictures. Each picture represents a single frame of each shot in your proposed video. The visual sketch should be clear and easy to understand and should represent the camera's viewpoint. Make sure to include brief written details beneath each sketch that indicate camera angles and movements as well as audio cues.

Camera: _____ Audio 1: _____ Audio 2: _____	Camera: _____ Audio 1: _____ Audio 2: _____
Camera: _____ Audio 1: _____ Audio 2: _____	Camera: _____ Audio 1: _____ Audio 2: _____

Camera: _____ Audio 1: _____ Audio 2: _____	Camera: _____ Audio 1: _____ Audio 2: _____
Camera: _____ Audio 1: _____ Audio 2: _____	Camera: _____ Audio 1: _____ Audio 2: _____

STUDENT PERFORMANCE TASK 1
Video Portrait

Example #3: Production Crew - Roles and Responsibilities

Very few videos are produced by an individual artist. Most are produced working with a crew of three or more. In this situation you must show your proficiency with parts of each of the roles described below. Therefore, it would not be appropriate to assign a full production crew. However, your teacher can guide you in determining what specific tasks others can perform to help you. The roles listed below are condensed versions of professional roles found in the film and video industry.

Producer:
- Assembles crew
- Oversees script integrity
- Oversees storyboard integrity
- Holds model releases and sees that they are completed
- Secures locations, interviews, talent, and props
- Logs all production footage, noting script changes, quality of shots, and number of takes
- Labels and maintains a log of all video tapes used during production

Screenwriter:
- Researches subject matter
- Writes script
- Writes interview questions/topics

Director:
- Supervises creative production of on-site crew
- Writes storyboard with camera operator
- Conducts interviews
- Coordinates sound and camera crew during production
- Ensures storyboard and script are followed closely
- Directs improvisation from scripts as necessary

Camera Operator:
- Makes sure all equipment is operational
- Maintains safety and security of all shooting equipment
- Drafts storyboard with the director
- Oversees lighting needs
- Makes recommendations for creative improvisations to script as necessary

Sound Operator:
- Makes sure all sound equipment is operational
- Maintains safety and security of all sound equipment
- Ensures sound quality is optimal at each scene
- Makes recommendations for creative improvisations to script as necessary (sound only)

Other Roles:
- Props Manager
- Locations Manager
- Production Assistant
- Grip (Equipment Assistant)
- Gaffer (lighting operator)

PERFORMANCE PACKAGE TASK 1
Video Portrait

FEEDBACK CHECKLIST FOR TASK 1

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Treatment clearly describes:	
_____	• targeted audience	_____
_____	• subject matter	_____
_____	• film style	_____
_____	• artistic intent.	_____
	Script accurately includes:	
_____	• proposed content as outlined in the treatment	_____
_____	• documented research on proposed subject matter	_____
_____	• a sequence of shots that explains the scope of the video	_____
_____	• camera direction including sound direction and at least three of the following elements: voice-over narration dialogue interview questions sound effects background music indication of locations and or sets.	_____
	Storyboard provides a clear visual outline of the video that closely matches the script, including:	
_____	• a visual illustration of each proposed shot that clearly illustrates the initial camera angle to be used	_____
_____	• clear written indication of additional camera angles and movements to be used for each shot	_____
_____	• all sound direction for each shot as outlined in the script.	_____
	Full documentation of all preproduction details is provided:	
_____	• completed production schedule	_____
_____	• completed list of production crew	_____
_____	• arrangements with interviewees, talent	_____
	• completed release forms	
_____	• completed copyright permission forms.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 2
Video Portrait

Content Standard: Arts: Arts Creation & Performance **Level:** High School

Specific Statement(s) from the Standard:

What students should know:

1. Understand the elements, techniques and processes of the art form
2. Understand how works of art are structured for a variety of functions

What students should do:

1. Create and/or perform advanced works in dance, literary arts, music, theater, visual arts, or media arts:
   a. demonstrate elements and skills of art form
   b. communicate intent
   c. demonstrate a personal voice
   f. demonstrate a consideration of audience
   g. use multiple sources for critique and feedback

Product(s):

- Production Notebook: Production Phase
  - Production checklist
  - Revisions
  - Shooting log
  - Documentation of critiques
  - Self-evaluation of raw footage
- Raw footage of video portrait

Task Description:

Overview: In the production phase of the project you actually shoot your video, view it, and seek feedback on your raw footage. Be prepared for a recursive process that involves painstaking re-examination in the technical and the conceptual aspects of the work. That means you may be revising and re-shooting several times based on critiques from others and your own ongoing evaluation of the work.

The length of the final project must be 13 to 15 minutes. You must include at least three interviews and footage from at least three different locations related to the community portrait. Your content should follow your pre-production plan. However, as you shoot and view footage you may find it necessary to revise your plan. In that case, you must document any revisions and explanations for changes. Your work must provide spoken information provided by the interviewee(s) and visual information about locales within the community and related to the community. Content may also include statistics, photo documentation, and narration.

The communication of your point of view is a critical purpose of the work. The skillful manipulation of aspects of video creation such as the following can effectively express point of view:

- integration of film styles
- use of camera angles
- use of sound effects
- use of background music
- selection of particular visual content
- use of cut-aways that further illustrate spoken words
- use of re-enactment or narrative material within the interviews.

Task Description, continued

Steps:

Organize all evidence of the following preproduction work in your Production Notebook and submit it for the teacher's approval and feedback:

1. Use the following Production Checklist to indicate that you are ready to proceed with shooting.

   The following work has been completed and approved:

   _____ treatment
   _____ script
   _____ storyboard
   _____ preproduction details:
   production schedule
   production crew
   interview arrangements
   release forms
   copyright permission forms

   Equipment is available and in working order:

   _____ props
   _____ video camera
   _____ AC power adapter
   _____ extension cords (heavy duty)
   _____ two-prong adapters
   _____ blank video tapes
   _____ tripod with clip
   _____ external microphone(s) with cable
   _____ headphones
   _____ portable light kit if needed

2. Explain any revisions of your preproduction planning.

3. See the Video Information Sheet (pages 15-17) for definitions related to the function and use of your video camera and microphones.

Task Description, continued

4. Videotape your subject. Set up and maintain a shooting log in your production notebook. A shooting log is typically maintained by the producer or script supervisor in larger productions. Video makers often shoot their video shots out of sequence, making it very important to log all shots. The following chart is a sample shooting log format:

SHOOTING LOG

SHOT # Identify each shot as it appears in the shooting script.	**LOCATION** Describe the location, persons or items seen within the shot.	**IMAGE QUALITY** Describe the image quality of each shot, including camera angles, movements, lighting, etc. . . .	**SOUND QUALITY** Describe the sound quality of each shot, including references to volume, sound interference, and disturbing background noise.

5. Consider the following reminders about the formal elements of video production as you shoot your footage.

Compositional Devices:

Balance: It is important to fill the entire frame and not waste space.

Depth: Depth is necessary to accentuate because we are working with a two-dimensional surface. Depth can be heightened by placing objects down stage to exaggerate foreground/background, or by placing the camera at angles that show more dimension.

Matter: Different framing effects can be created by cutting out a shape from the bottom of a paper cup, painting the inside black and attaching the cup to the lens. The entire bottom of the cup can be removed, clear acetate attached, and Vaseline rubbed around the edges to create a romantic, partially out-of-focus effect.

Law of Thirds: This refers to the internal visualization of the frame in three vertical columns.

Task Description, continued

Light and Color:

Color/Shape

Texture/Line: These basic elements can seriously shape the message and aesthetic value of the images you produce. Make sure you consider these elements when making your images.

Light and

Contrast: Be aware of the quality of light available when taking your pictures. You can often use shadows or darkened areas to emphasize important aspects of your photograph.

Camera Shots:

Long Shot: A shot taken from far away. It usually includes the entire person within the camera frame. This shot is usually used to introduce a character to the story (sometimes termed "establishing shot").

Mid Shot: A medium shot. It usually includes the subject from the waist up.

Close up: A shot taken close to the subject. This shot is often used to show emotion.

Camera Angles:

High Angle: The camera is placed high, looking down at the subject. This angle often makes the subject appear smaller than it is.

Low Angle: The camera is placed low, looking up at the subject. This angle often makes the subject appear larger than it is.

Camera Movements:

Pan: The camera moves from left to right or right to left.

Tilt: The camera moves up or down.

The camera moves from a long shot to a closer shot.

The camera moves from a close-up to a more distant shot.

Task Description, continued

6. After shooting, you must collect at least three critiques of your raw footage before proceeding to the next phase of the project. Collect at least one critique from each of the following different people:
   - another student videographer
   - your teacher
   - someone who represents your target audience.

7. Ask your critiquers to read the treatment and view your footage. Then have them use the following criteria:
   - the footage is consistent with the purpose described in the treatment
   - the use of video techniques helps to convey point of view
   - the use of video techniques helps to convey accurate information about the subject.

   Critiques may be in questionnaire form or interview notes.

   Explain very specifically how you might use the feedback you have received to improve the quality of your work. You will be expected to incorporate this feedback and your self-evaluation when you do the technical editing.

   Arrange to discuss the footage and your production notebook with your teacher who will provide feedback that will guide your next steps.

PERFORMANCE PACKAGE TASK 2
Video Portrait

Video Information Sheet

Understanding the "ins and outs" of your video camera will help you discover the more creative aspects to media art making. Take your time in learning the many functions your selected video camera offers, review the manual, and most of all make time to experiment. The following will act as a basic reference guide as you prepare to use your video camera:

POWER

A/C Adapters
Adapters are an excellent power source when shooting indoors in a stationary position. They typically plug into any wall outlet and connect by cable to the video camera. A/C units provide a consistent source of power and eliminate concerns over battery life.

Batteries
Battery size varies on the video camera being used. A new battery will typically last for up to two hours without recharging but as the battery ages, time between recharging decreases. Typically batteries are recharged by connecting them in some fashion to your A/C adapter unit. Expect your camera battery to last about two years under normal use.

On/Off Switch
The "on/off" switch can be located almost anywhere on the video camera. Often you will find it towards the top front of the video camera, but this is not always the case. Review your camera carefully to locate the "on/off" switch on your camera.

Standby
Most video cameras have a power saving function called "standby." Whenever your video camera has been on for a period of time without recording, the camera may automatically turn off. Some older cameras have a button called "standby" that must be pushed in order to activate the camera. Newer cameras simply require that you hit the "power" button.

VIDEO CAMERA vs. VCR

Most video cameras also function as video playbacks or VCRs. This often means that you will have to turn a switch to make your video camcorder run in camera mode. Review your manual for specific instructions or simply check your camera for the VCR/Camera switch.

VIDEOTAPE

Tape Format
Video cameras are manufactured in many different formats. Your video camera may take standard VHS, C-VHS, S-VHS, 8 mm, Hi-8, 3/4", Beta or even digital (disk rather than tape format). Each format varies in picture quality, affordability and ease of handling. Again, check your manual or the camera for specific format.

Stop/Eject Button
Review your camera for the "stop/eject" button. It is usually found towards the rear of the camera near the door that houses the videotape. Typically the battery or A/C adapter must be in place before the eject button will work, but the power does not usually have to be "on" for the tape door to open.

Placing the Videotape in the Camera
If you look inside the video camera door you should see two wheel mechanisms. When placing the video tape in the camera be careful to face the wheel placements on the videotape so that they face the wheel placements in the camera. If placed correctly, the camera door should close easily. Close the camera door slowly and carefully. Do not try to force the videotape. If the tape does not fit easily, there is a reason.

Video Information Sheet (continued)

OTHER FEATURES

Camera Lens
All video cameras have some sort of lens. Camera lenses have varying focal ranges and special features. Check the manual for your camera for specific information.

Iris
The iris of a lens is the opening through which light reflecting from the subject enters the camera in order to create a picture. Most video cameras offer this as an automated feature, which means the camera's iris will automatically adjust to provide you with an adequately lit subject. It is important to look through your viewfinder. Often the automatic iris control will expose the image to the brightest point in the picture, which means your primary subject may appear dark or shadowed when a bright light or background appear within the video camera frame.

Backlight
Another manual adjustment on most camcorders is the "backlight" switch, which is designed to be used in this situation: Bright light, such as a window, a lamp, or the sun. The automatic control, in order to compensate for the brightness, sets too small an aperture opening, making your subject too hard. The backlight switch opens the iris slightly, letting more light into the camera.

White Balance
Another adjustment that can be made automatically is "white balance." If your camcorder has a fully automatic white balance which operates without your having to do anything, you are probably enjoying pictures with accurate colors. However, if you have a white balance adjustment which requires manual operation and you don't use it, your pictures may be too red or too blue, which is particularly evident in skin tones. Each time you prepare to shoot, make sure that the white balance key is set appropriately, or better yet, that it is set on "automatic."

High-Speed Shutter
Another feature related to the lens is the "high-speed shutter" operation. It is called a "shutter" because its effect is like that of taking still pictures with a fast shutter speed. Images shot with a high-speed shutter offer higher clarity when played back in slow motion. Because the high-speed shutter requires very bright light, it is only recommended for specific use. It is typically used by athletic coaches as a means for examining specific movements so that when paused, the image can be seen sharply in each frame. For general use make sure that the high shutter speed button is "off" as it could cause a dark or grainy picture.

Manual/Automatic Focus
Most video cameras offer you a choice of shooting with manual or automatic focus. For the beginning videographer, you may wish to keep your camera on automatic focus. This means that the camera will automatically focus on whatever is directly seen in the center of the lens. For more advanced makers, you may wish to use manual focus especially when focusing on a stationary subject.

Fade
The fade button closes the iris on your video camera, shutting out all light. This in turn fades your image to black. It is typically used when opening or closing a scene.

Date/Time
Most video cameras offer date and time features. Unless it is important to keep the date and time of the event you are shooting, DO NOT use the Date/Time button. Also make sure that you look carefully through the viewfinder when shooting to make sure that the date/time button has not been turned on accidentally.

Video Information Sheet (continued)

MICROPHONES

Omni-Directional Microphone
This hand-held microphone is called "omni-directional" because it picks up sounds from almost any direction. This makes it ideal for interviews where there are multiple speakers. If you want to hear the interviewer and the person being interviewed, this microphone should be used. It will pick up the voices of all speakers.

The mini-directional microphone requires no batteries; instead it simply connects to a cable called a "canon to mini." The "canon" refers to the three pronged unit that attaches to the mic input on the video camera (near the camera mic). Once plugged in, this microphone will work quite effectively.

Lavaliere Wireless Microphone
This microphone is perfect for the one-person interview. It will pick up the speaker's voice clearly and free of environmental noises and echoes. It will not pick up the interviewer's questions very well, and should not be used when you are interviewing more than one person. Part of the lavaliere mic clips on to the person being interviewed. The power unit clips on near the waist area, and the actual microphone should be clipped on the front of the person's shirt. The other piece of the microphone must be plugged into the video camera. The microphone runs on batteries and should be turned on only for the duration of the interview. Whenever possible try to make sure that the mic is kept out of sight. This will help to create an impression that the video is produced magically.

MONO-EARPHONES

These earphones should be used whenever you use one of the above microphones. If you can't hear through the earphones, chances are something is plugged in wrong. Make sure that you use them at all times.

PERFORMANCE PACKAGE TASK 2
Video Portrait

FEEDBACK CHECKLIST FOR TASK 2

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Production Notebook	
_____	Production checklist demonstrates that planning is thorough and complete.	_____
_____	Any revisions of preproduction plan are fully explained.	_____
_____	Shooting log provides documentation to verify student's independent work.	_____
_____	Critiques are clearly documented.	_____
	Self-evaluation of raw footage clearly refers to how:	
_____	• formal elements that shape the work	_____
_____	• use of video technology creates intended meaning for a particular audience	_____
_____	• feedback will improve the technical and aesthetic qualities of the work.	_____
	Production Footage	
_____	The content of the raw footage matches the content outlined in the production notebook.	_____
	The production footage provides a clear understanding of the requirements of the project:	
_____	• clearly communicates information about the subject	_____
_____	• conveys the maker's point of view about the subject	_____
_____	• incorporates persuasive techniques	_____
_____	• is appropriate for the intended audience.	_____
	Footage demonstrates proficient use of video equipment and technique:	
_____	• lighting is adequate	_____
_____	• light and white balance is technically correct	_____
_____	• sound is clear and audible	_____
_____	• camera angles accentuate meaning	_____
_____	• shot lengths are suitable for content	_____
_____	• attention-directing devices are used effectively	_____
_____	• use of sound in addition to speech adds interest and meaning.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):

PERFORMANCE PACKAGE TASK 3
Video Portrait

Content Standard: Arts: Arts Creation & Performance **Level:** High School

Specific Statement(s) from the Standard:

What students should know:

1. Understand the elements, techniques and processes of the art form
2. Understand how works of art are structured for a variety of functions

What students should do:

1. Create and/or perform advanced works in dance, literary arts, music, theater, visual arts, or media arts:
   a. demonstrate elements and skills of art form
   b. communicate intent
   c. demonstrate a personal voice
   d. present a range of work
   e. demonstrate a sense of an artistic whole
   f. demonstrate a consideration of audience
   g. Use multiple sources for critique and feedback

Product(s):

- Production Notebook: Editing phase
  - Paper edit
  - Final editing log
  - Feedback on final product
  - Self-evaluation of final product
- Edited video portrait (final product)

Task Description:

Overview: In this phase, you will edit to create a product that will be acceptable for most exhibition formats. Begin the process of re-ordering or sequencing the images and sounds to create the product that you want. Find the mistakes and correct them. Select the best takes and add special effects and music. You will also need to insert titles and credits.

Task Description, continued

Steps:

Organize all evidence of the following preproduction work in your Production Notebook and submit it for the teacher's approval and feedback:

1. Complete a paper edit of your video. A paper edit describes how you will order your video. You must accomplish this step to prepare for the technical editing process. It will save time and will also help you identify footage you may need to shoot prior to editing. Because of the time and expense involved in using an editing system, professional videographers always draft paper edits prior to editing. The paper edit lists the shots as you wish them to appear in the final video. Include titles and credits that will be generated for the completed video. The chart below is a sample paper edit format:

PAPER EDIT

START Indicate numerically where the shot starts.	END Indicate numerically where the shot ends.	DESCRIPTION Describe the content of the given shot.	IMAGE EFFECTS List any special image effects you will use to enhance the quality and theme of the video.	SOUND EFFECTS List any additional sound elements that will be added to the given shot.

2. Begin the insert editing process. Lay down the blackburst to provide the control track. Add the color bars. Make appropriate selections on the source deck to sequence your edits on the record deck. Layer sound in channel one or channel two as appropriate, and fade up or down as desired. In addition to insert editing you must also perform the following editing work.

   Sound

   - audio fade-ins and fade-outs
   - audio level adjustments
   - a/b roll sound editing
   - voice over narration using microphone
   - use of outside audio sources such as CD player and tape recorder.

Task Description, continued

Picture (Use of video mixer)

- fades and wipes including colors and wipe styles
- special effects such as matting, strobe, paint, mosaic
- a/b roll picture editing.

Character generator (title maker)

- fonts, letter size, title placement
- background colors and textures
- record titles over picture images
- scrolls, fades, title movement speeds.

You must use each of the following editing techniques in the piece:

- Montage - sequence a series of shots from different action points or scenes. The defined ordering of these seemingly unrelated shots can create new meaning to a scene, depending on how those shots are ordered.
- Cross-Cutting - take two separate actions and cut them together to build a relationship between one action and the other.
- Cut-aways - shots that are unrelated to the primary action being viewed. Add these shots to the primary shot or scene to change the meaning of the primary action.

Although the paper edit will guide final editing, you may find that you need to alter your plan in some ways. As you work, get specific feedback about the effects of technical processes on the footage. Document reactions and suggestions. The final editing log will indicate your decisions.

3. Establish and maintain the final editing log.
   - List all camera footage in the order it was shot
   - Note the quality of the content and judge usability of the shot
   - Note technical flaws within the image and the sound.

Task Description, continued

The chart below is a sample editing log format:

FINAL EDITING LOG

START Indicate numerically where shot starts.	END Indicate numerically where shot ends.	DESCRIPTION Describe the content of the given shot. Note quality and usability for final product.	IMAGE QUALITY Indicate technical flaws/mistakes that must be corrected. (Is the image easy to understand?) Does it meet the criteria outlined within the script and storyboard?	SOUND QUALITY Indicate technical flaws/mistakes that need to be corrected. (Is the sound clear and audible?) Does it meet the criteria outlined within the script and storyboard?

As you edit the work, be sure to show your edited footage to your teacher or other students to get feedback. You will need information from viewers on the clarity and persuasiveness of the piece. Consider how to use the video and editing technology to make adjustments that strengthen the message. Document how you worked with feedback to make decisions that improve the technical and aesthetic qualities of the work.

4. When you have completed the final editing of your video portrait:
   A. Arrange to show it to members of your target audience who have not seen the work in progress. Ask the viewers for feedback regarding their general impression of the work, and their specific reactions regarding how technical elements influence the message:
      - clarity of message
      - accuracy of information
      - clarity of point of view
      - persuasive qualities
      - aesthetic qualities
      - ethical considerations such as honest portrayal of subjects and avoidance of exploitative treatment of subjects.

Task Description, continued

B. Evaluate your final work by answering the following questions. Refer to specific shots in the footage, use names of the equipment, techniques, technological processes and principles and the formal elements of video:

- Regarding technical aspects of production and editing, how did you use specific equipment, processes, and techniques to communicate with the audience?
- What technical strategies did you use to achieve desired effects, as documented by the shot log, paper edit, and final edit log? Describe the strategies.
- Describe the aesthetic qualities of the work, and how you achieved them.
- How are the strategies you used consistent with the purpose as stated in the treatment?
- What specific processes and techniques did you use to make the work accessible to the target audience?
- What other processes and techniques could be used to sharpen the message? (For example, describe how you might have used certain unavailable equipment or techniques that would improve the work.)
- What footage should be re-shot? Explain.
- How did the critique process influence your technical production decisions?
- How did you address relevant legal, environmental, and ethical issues?

Submit the notebook and the final video to the teacher for review.

PERFORMANCE PACKAGE TASK 3
Video Portrait

Special Notes:

Students will need the following equipment: player, edit deck, controller, monitor, video mixer, and title maker.

Refer to Chapter 14: "Editing Techniques," pgs. 175-187. Camcorder Video: Shooting and Editing Techniques by Joan Merrill.

Refer to Chapter 15: "The Aesthetic of Editing," pgs. 188-196. Camcorder Video: Shooting and Editing Techniques by Joan Merrill.

Refer to Chapter 7: "The Relation of Shot to Shot: Editing," pgs. 151-198. Film Art: An Introduction/Second Edition by David Bordwell/Kristin Thompson. Alfred A. Knopf, Inc.

PERFORMANCE PACKAGE TASK 3
Video Portrait

FEEDBACK CHECKLIST FOR TASK 3

The purpose of the checklist is to provide feedback to the student about his/her work relative to the content standard. Have the standard available for reference.

Y=Yes
N=Needs Improvement

Student		Teacher
	Production Notebook	
	The paper edit effectively:	
_____	• proposes a sequence of shots that strengthens the informative and persuasive elements of the work	_____
_____	• proposes technically complex image and sound effects	_____
_____	• proposes image and sound effects that convey artistic intent	_____
_____	• indicates appropriate title and credit placement.	_____
_____	Final editing log provides documentation to verify student's independent work.	_____
	The self-evaluation effectively analyzes the process of linking video technology with artistic intent:	
_____	• refers correctly to specific technological tools, principles, and processes	_____
_____	• accurately describes matching technical strategies to desired effects	_____
_____	• fully describes how feedback was used to improve the project	_____
_____	• identifies additional processes and tools that could be applied to strengthen the project.	_____
	Video Portrait (Final Product)	
_____	Content is developed fully within the length of the video.	_____
_____	Titles and credits are clear and informative.	_____
_____	Title placement is appropriate.	_____
_____	Colors enhance the visibility of text.	_____
_____	Credits are complete and accurate.	_____
_____	Image and sound effects clarify and strengthen the message.	_____
_____	Image and sound effects enhance aesthetic quality of the work.	_____
_____	Wipes or dissolves create effective transitions in the tape.	_____
_____	Footage is free of glitches (gray static).	_____
_____	Subject matter is in focus.	_____
_____	Visual details are apparent.	_____
_____	Camera work is smooth and steady.	_____
_____	Sound is clear and audible.	_____
_____	Sound levels are consistent with content and message.	_____
_____	Mixing creates effective sound layering.	_____

Overall Comments (information about student progress, quality of the work, next steps for teacher and student, needed adjustments in the teaching and learning processes, and problems to be addressed):